



Australia Awards

Extractives Short Course

Local Economic and Social Development in Extractives in Artisanal and Small-Scale Mining

Program outline

What is the course designed for? The Local Economic and Social Development in the Extractives Artisanal and Small-Scale Mining (LESDE-ASM) program has been designed to provide Participants with the knowledge, skills and networks to understand and effectively leverage opportunities for local social and economic development from the extractives industries, with a focus on small-scale mining operations. The program includes lectures, Master Classes, formal visits and informal networking opportunities that will present to Participants theory and best practice related to artisanal and small-scale mining, local economic and social development, collaborative planning, entrepreneurship, global standards, social, gender and environmental impact assessment, and mine planning across the mine life cycle.

The course is based on a four-week foundation module delivered in Australia that covers the world's best practice in local economic and social development in extractives, followed by a three-week exposure and application module delivered in Ghana. It aims to provide Participants with the skills to design and implement improvements that will contribute to their organisations' effectiveness in addressing the challenges and opportunities presented by ASM in the African context.

Course objectives

By the end of the course, Participants will learn how to apply:

- global trends in local content and local procurement with examples of best practice in Australia and in Africa, including opportunities for women and small-scale miners;
- policies to support ASM practitioners with a focus on health, safety, economics, and the environment;
- training and mentoring for local employment; and how local companies can meet the standards required for work in the extractives sector.
- effective gender sensitive engagement strategies to both small and large scale extractive activities.

Characteristics of ideal candidates

Ideally, Participants will have at least an undergraduate degree in extractives, engineering, geology, or a similar field, and must be working in an area aligned to the extractives industry. The course seeks an equal number of men and women. Participants should come from government, civil society, education organisations and the private sector. Participants will also need some prior knowledge of or engagement with key course themes.

Course content – including pre and post engagement requirements

The topics specified for the course include a balance between theory and its application and will therefore combine class room learning with extensive field trips in resource rich regions of Australia and Ghana where you will be encouraged to apply what you have learned. Interactive discussions and tutorial sessions will support your learning. The challenge of leveraging inclusive local economic and social development from extractives will be addressed at two levels throughout course delivery:

1. Economic and social planning at both the national and regional level that also actively incorporates non-extractive resources (infrastructure development, agriculture, tourism, and manufacturing). This course will facilitate learning about best practice through theory, case studies and visits to extractives regions such as Central Queensland, where creative economic planning has created a diverse economy. In addition, we explore case studies unique to the African context such as CARA and Gold Fields' ASM policy in Ghana.
2. Strategies and skills for ensuring local content, procurement and employment around extractives activities will include understanding company requirements and international standards required to supply extractives operations, as well as the need for innovative practice and entrepreneurship to adapt to complex environments.

The main assessment task for this course is the Reintegration Action Plan (RAP) completed by the Participants during the course. Through the RAP, Participants will explore a LESDE concept that addresses a need currently or imminently required as part of their current role. Participants are given time and support to complete the RAP from a wide range of experts in the field throughout the course, to assist them in applying the course learnings to their individual plans. RAPs will be presented on the final day of both the Australian and Ghanaian components and are part of the overall assessment.

A Pre-Course Survey will be administered to gauge the needs and expectations of the Participants. Furthermore, Participants are supported in being equipped with the necessary English language skills to be able to undertake the course content. As such, Participants are required to undertake an English test prior to commencing the Australian component and based on the cohorts' results, an Intensive English Week (IEW) may be offered in Australia prior to the course officially commencing.

Course details on a weekly basis

	MODULE	DESCRIPTION	LOCATION
WEEK 1	Introductory Concepts for LESDE and ASM	<ul style="list-style-type: none"> • Gender Perspectives in Development and the Extractives • Regulatory environment governing extractives and ASM in Australia • Global Initiatives and Standards for ASM with focus on Africa • Mining trip to gold fields at Gympie 	University of Queensland, Brisbane, Australia
WEEK 2	Economic Theory for LESDE in ASM: Leveraging LESD and understanding global supply chains	<ul style="list-style-type: none"> • ASM modelling and discussion on macroeconomic, fiscal, employment and local content impacts. • Economic linkages typology and good practice for ASM • Leapfrog development; overcoming challenges with technology. • Stakeholder engagement and ASM. • Master Class: Entrepreneurship Development using Lean Launch Method and application to RAP; 	University of Queensland, Brisbane, Australia
WEEK 3	ASM learning from LSM in Central Queensland	<ul style="list-style-type: none"> • Government Regulation: Managing boom and bust lessons for ASM • Stakeholder Engagement in planning • Wealth from Waste: recycling tyres for fuel • Northern Oil Advanced Biofuels Pilot Plant • Managing the Environmental Impacts of Gold Mining and land rehabilitation 	Port of Gladstone and Central Highlands
WEEK 4	Leadership Reflection on Learning & RAP	<ul style="list-style-type: none"> • Master Class: Project Management and African Leadership for Development 	University of Queensland, Brisbane, Australia
PARTICIPANTS RETURN TO WORK IN HOME ORGANISATIONS (4 WEEKS)			
WEEK 5	Mining in Ghana: Framing the debate, key issues and governance of Development Minerals	<ul style="list-style-type: none"> • ASM, Governance and Sustainable Development • Household livelihood strategies of mining communities • Large Scale Mine (Newmont) Visit - Gold cyanide and Environmental reclamation • ASM of diamonds in Ghana mine visit • Local mining procurement in local markets 	Ghana
WEEK 6	Practical training and mine visits; The role of Higher education	<ul style="list-style-type: none"> • Mechanised bore hole mining • The role of local regulators and local level governance mechanisms • Gold fields policy approaches • ASM Health and Safety • Local business and supply chain management 	Ghana
Week 7	Development Minerals; Civil Society and dialogue	<ul style="list-style-type: none"> • Development Minerals Initiative • Winneba Quarry guided visit • Civil Society and NGO's role in leveraging best outcomes for ASM • RAP consolidation, peer review, coaching and practice 	Ghana